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CONSUMERS' GUIDE



STATE NUTRITION PROGRAMS

US.8 A1c v.8 Virginia organizes for better health

It's time to get to work now in earnest on the meals that will make Americans stronger. This is the way leaders in one State are forging ahead

MRS. JIM WILLIAMS was busy mattress-making one day last spring. The school gym where she was at work was filled with farm women, their men, and their children, all of them busily sewing up cotton ticking and filling it with great folds of cotton. Under direction of the county Home Demonstration Agent, each family was making for itself a mattress with the surplus materials furnished low-income farm families by the Surplus Marketing Administration of the U. S. Department of Agriculture.

Presently, the Home Demonstration Agent asked everybody to pause for a moment while she talked with them about something else. There was a hush, and then as all the faces turned toward her the Agent began.

It was about food. What were their families eating these days? Did they like the meals they got? How many of them got sick? How many of them were underweight? Did they know how every mouthful of food they ate had a great deal to do with all of that? Did they know how to plan good sound meals? What were they doing to get better meals? The whole country was trying to make itself strong. Did they know that the right food and enough of it was the first Defense job everybody must get to work on?

Markets and stores provide excellent places where exhibits, posters, and leaflets can carry the message of better meals to the family buyer whose selections have so much to do with the kind of meals her family has.



Some of the questions almost answered themselves. The faces and bodies of the people there told of thousands of poor meals that had been eaten in the past. Mrs. Williams thought of her own family; Mr. Williams wasn't very strong, never had been; the children were in and out of school all the time because of aches and pains. She knew in a vague way the food they got probably had something to do with their being under par, but they were a hard lot to get to eat right, and with the little money they had she wasn't so sure she could fix it so they could eat right.

That was the way it was with all of the families there. There wasn't any money lying around waiting to be spent on extras. Every one of them had to scrape hard for a living. At first you might have thought it was silly to talk to them about better meals. But the Home Demonstration Agent knew them well enough to know that every family listening to her could do something, even with the meager resources they had, to step up the quality of their meals. If they talked it all over together, one family's ideas could be shared with the rest.

There hasn't been time, yet, to add up the little achievements that have grown out of the talk these families had that day in the

How and whys of good food preserving practices can be taught to many families whose summer gardens and farm livestock can be made to yield health-plus meals throughout the year to help make America strong.



school gym. But there's one achievement they'll tell you about. That's Mrs. Williams'. So well did she profit by what was said and what she later learned that she is now able to conduct food discussion groups at community gatherings in her county. She's a member, too, of a county nutrition committee that's at work trying to help other low-income families get better food for themselves and their families.

Using the centers where people come to help each other make new mattresses as places where good food rules, too, can be learned, is one way Virginia people are improving their opportunities to be practical Defense workers.

No State and no group of people has a corner on the smart ideas for building stronger Americans. Every State and every community has to go about this big job its own way. Virginia's first step, prompted by suggestions from the Director of Defense Health, and Welfare Services, in Washington, was the organization of a State Nutrition Committee.

A HOME ECONOMICS PROFESSOR STARTED the ball rolling in the fall of 1940. She began by inviting representatives of the many State groups whose work brought them into

Eating your vitamins and minerals raw, and rescuing those in vegetable waters and juices, are only 2 of the good food preparation practices that many families need to learn if their meals are to be sound and nutritious.





Food habits are not the easiest things to change, but food that is attractively served can beguile stubborn appetites and furnish nutritious meals as well.

contact with people's food problems to a meeting at Lynchburg. Professional workers all, the group who attended the meeting included home economics teachers from the State's schools and colleges, representatives from the State Departments of Health and Public Welfare, from the WPA and NYA, from the U. S. Department of Agriculture's Extension Service, Farm Security Administration, Surplus Marketing Administration, and Bureau of Agricultural Economics, as well as social workers and Red Cross nutritionists.

Discussions about what they could do to improve Virginia diets brought out 2 questions that had to be answered before definite plans could be made. First, what was already being done about nutrition by existing organizations, and second, what were the actual food habits and needs of Virginia families.

To the first question answers were easy to get. Plenty of people were already nibbling at the food problem from many angles. Each organization represented at the meeting, working on its own, was trying to promote better eating among the families it served.

THE EXTENSION SERVICE REPORTED A live-at-home program for farm families, which emphasized greater food production, better cooking, and wider knowledge of food

facts. The schools taught children about food in home economics classes and through the PTA made efforts to reach their families, too. The Red Cross held nutrition classes in some cities, sponsored radio programs and furnished newspaper articles on food, aided in the preparation of family budgets, gave demonstrations of the use of surplus commodities in cities where the Food Stamp Plan operated. School lunch programs in 500 schools used surplus commodities from the U. S. Department of Agriculture's Surplus Marketing Administration. Canning projects for school lunch rooms were in operation in various communities. Training programs for housekeeping aids, which stressed food values and low cost meal planning, were reported by WPA. The State Health Department taught nutrition facts in the maternal and child health clinics in many counties, and county nurses carried out other educational activities in some rural areas. NYA, in its home service training courses for girls, gave cooking lessons and instruction in planning low cost menus. The Home Economics Departments of colleges and public schools offered regular nutrition courses to their students.

UNTIL THE VIRGINIA STATE NUTRITION Committee got on the job, nobody had any

real information about just how many Virginia families failed to get what nutritionists class as a good diet. If Virginia were like the rest of the country, probably at least a third of its families were eating poor diets and another third or more had diets that could only be considered fair. That's what a Nation-wide survey of family food habits, made by the Departments of Agriculture and Labor in 1935-36, showed for the whole country. Nobody knew for sure whether the situation had changed much since.

To find a measure of the job that still needed doing, a research committee began with a survey of the actual meals eaten by school children in the rural counties of the State. A preliminary report covering one week's diets of 670 rural school children in 20 counties brought to light a startling picture. It showed that 64 percent of the children reporting ate less than half the vegetables they needed for a healthy diet. Meals of nearly two-thirds were completely deficient in green and raw vegetables. (The fact that the survey was made in mid-winter may account for part of this deficiency.) Over two-thirds of the children ate less than half the citrus fruit necessary for a good diet and almost 40 percent had less than half the milk or milk products they needed. At the other end of the scale, only 2 percent had a fully adequate allowance of vegetables; only 23 percent ate enough fruit of all kinds; and less than a fifth had enough milk and

milk products for a sound diet. Of meat and other proteins, 54 percent had an up-to-standard amount.

All this added up to the fact that one-half of Virginia's rural school children this year were found to be poorly fed, according to accepted health standards.

The research committee plans to carry on wider investigations into family food habits in the State, making full reports to the State committee as facts are assembled.

NEXT STEP WAS TO BRING THE NUTRITION situation in Virginia to everybody's attention. To launch its program, the State committee decided to hold a State Nutrition Conference in February, in conjunction with the State Home Economics Association's annual meeting. The joint conference, called by the Governor of the State, turned the spotlight on Virginia's nutrition problems and furnished a platform from which the facts and needs could be broadcast. Newspapers carried accounts of the meeting to every part of the State. State and nationally known speakers discussed the need of better food for better health and suggested methods of developing an effective State program.

Since Virginia is largely an agricultural State, a front-line organization based on the county seemed the best plan. Leaders in Richmond and the medium sized cities of the State set up sub-committees to work with the county committees. Under county leadership, neighborhood and community committees were formed to reach into every corner of the State.

Letters to 2 professional workers—one man and one woman—in each county asked them to take responsibility for getting 2 non-professional co-chairmen to develop integrated programs. The professional advisors might be a Farm Security representative and a Red Cross nutritionist in the county, or the county nurse and the Extension agent. The 4 co-chairmen then map out a plan for reaching the entire county, studying its special situation and using as far as possible already existing agencies to carry out their plans.

IN EACH COUNTY, STATE, FEDERAL, AND private welfare organizations, together with the doctors and dentists, work hand in hand on the local committees. Choice of the means used to bring the facts about nutrition home to the communities and of plans for helping people to obtain better food are determined by the county leaders.

In July, a series of 5 regional conferences throughout the State heard county-by-county reports of progress made and of plans worked out for pushing knowledge of bet-

THERE IS a State Nutrition Committee in every State of the Union, and similar Nutrition Committees in the District of Columbia, Puerto Rico, and Hawaii. If you want to know what your Committee is doing and how you can team up with it, drop a line to your State Extension Service. They will be glad to put you in touch with your Committee.

ter eating into each community. Leaders from each county learned what other counties were doing and recounted their own successes and failures.

Usually the county committees find their first task to be the collection of facts about the food needs in their county. Here again the experience of many organizations—the health department, the Farm Security Agents, the County Agents of the Extension Service, WPA, NYA, social workers, home economics teachers—are drawn on.

Then the committees turn to the real job of interesting the people of the community in their problem and of planning and operating actual programs.

ONE FOCAL POINT FOR DISCUSSION ON better food habits they have used is the matress center. Here much interest has been aroused and effective education carried on. Women who have heard the nutrition talks by Home Demonstration Agent or county nutritionist are enthusiastic about the new food information they learn.

Exhibits of all the food one person should eat in a week have been displayed in grocery store windows. WPA workers have made posters about sound food ideas, and the posters have been distributed throughout the State. Recipes and articles on better and more economical meals are printed in local newspapers and radio programs dramatizing nutrition problems have been presented where there is a local station.

"Refresher" courses on food values and meal planning have been given in many counties to professional workers who then conduct nutrition classes for housewives, women's clubs and other interested groups. So popular and effective have these courses been that many more are planned for this year.

In Richmond, talks to industrial workers give the man of the family a chance to learn what foods they need for greater efficiency on the job.

Civic clubs, such as the Kiwanis and Rotary, in many towns have agreed to devote one meeting this year to nutrition, with a guest speaker from the county nutrition committee

to present the story of the county's needs.

Largest part of the committees' efforts go toward expanding the size and effectiveness of already existing programs. In nearly all counties, school lunch rooms in every school is the goal. PTA canning projects are putting up surplus foods from gardens for the school lunches. Community and home gardens have been promoted, along with the Extension Service's live-at-home program for farm families. More gardens, more cows, more chickens, less dependence on cash crops, are urged on all farmers.

COMMUNITIES IN WHICH THE FOOD Stamp Plan operates put special emphasis on the uses and preparation of Blue Stamp foods as part of their educational work. "Penny milk" and "nickel milk" possibilities are being investigated in many counties. One county has raised a fund to provide every school child with a half-pint of milk daily.

Case workers, WPA housekeeping aides, NYA training schools, home economics teachers, all are devoting a greater part of their time to teaching better nutrition.

In an effort to interest more people, plans for enlisting volunteers to work with various community groups to promote wider knowledge of food values are under consideration.

That's the biggest task they've encountered in Virginia—interesting enough people in the nutrition needs in their locality to get something done about them.

VIRGINIA NUTRITION LEADERS SEE THEIR problem largely as one of education. They realize, nevertheless, that for some people knowing what food they need for health isn't enough. For people without land there has to be cash enough to buy sound meals or actual distribution of foods. But for many the greatest enemy to good nutrition is ignorance of what goes to make up a good diet. It's at this end of the job these active and imaginative Virginia workers are concentrating their efforts.

"THE POST-WAR WORLD, we hope, will be a better world. In it, we have reason to believe, there will be less greed and a greater service to humanity. No greater service could be forthcoming than that of giving to every man, woman, and child a minimum dietary standard and building up in him or her the health, stamina, and reserve energy necessary to reach out for the greater attainment of life, a desire for which is in us all."

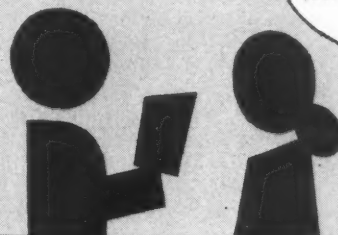
M. L. WILSON,
Director of Extension Work,
U. S. Department of Agriculture.

12 TRICKS IN

Saving Electricity

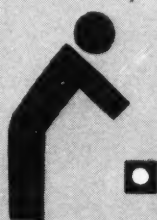
THIS BILL'S AWFULLY BIG THIS MONTH. WHAT'S WRONG?

WE MUST BE WASTING ELECTRICITY. LET'S CHECK WHERE WE CAN SAVE



I'LL HAVE THE WIRING CHECKED. IT'S BEEN A LONG TIME SINCE IT WAS PUT IN

YES, WE MAY NEED HEAVIER WIRES SINCE WE GOT THE REFRIGERATOR & WASHER.



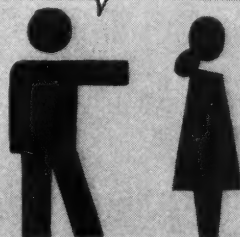
I THINK THIS REFRIGERATOR DOOR DOESN'T FIT TIGHTLY

GEE! I'LL HAVE IT FIXED RIGHT AWAY



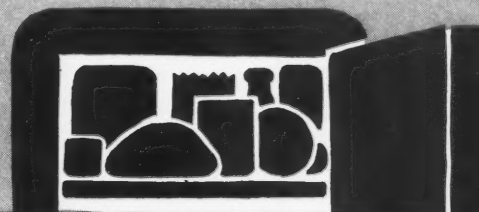
MAYBE WE SHOULD MOVE THE REFRIGERATOR OUT OF THE CORNER THERE

YES! SO THE AIR CAN CIRCULATE & THE MOTOR DOESN'T RUN SO MUCH



LOOK HOW CROWDED THAT SHELF IS. DOESN'T THAT KEEP AIR FROM CIRCULATING?

I'LL REARRANGE THE FOOD & DEFROST THE COIL. IT RUNS TOO MUCH WHEN ICE-COVERED

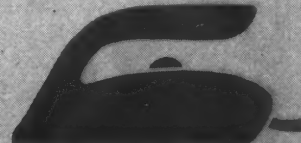
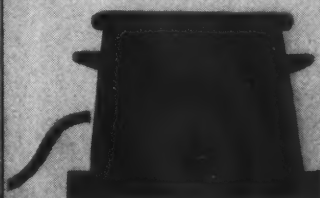


HERE'S ANOTHER TRICK. I TURN OFF THE HEAT BEFORE THE BEANS ARE DONE. THE LEFT-OVER HEAT FINISHES THEM



THE WAY WE USE THIS TOASTER & IRON MAY BE WASTEFUL

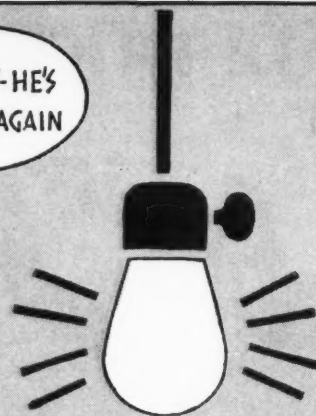
LET'S LOOK AT THE INSTRUCTIONS



BASEMENT'S NEXT PLACE TO LOOK

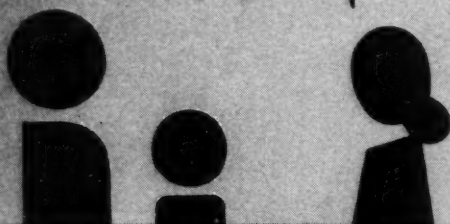


WHERE'S THAT BOY-HE'S LEFT THE LIGHT ON AGAIN



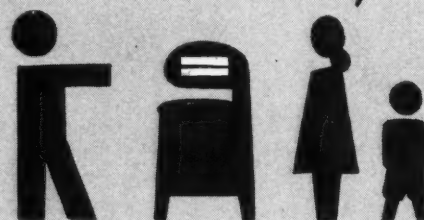
DON'T YOU KNOW IT COSTS MONEY WHEN YOU FORGET TO TURN OFF LIGHTS?

YES, JOHNNY, WE HAD A BIG ELECTRIC BILL & I SUSPECT HERE'S ONE REASON



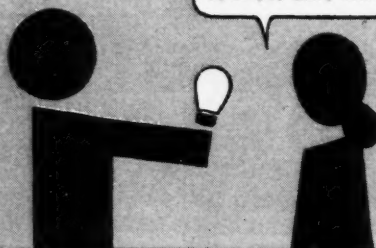
THEY SAY YOU SHOULDN'T PUT SO MANY DIRTY CLOTHES IN THE WASHER AT ONCE

I'LL REMEMBER THAT



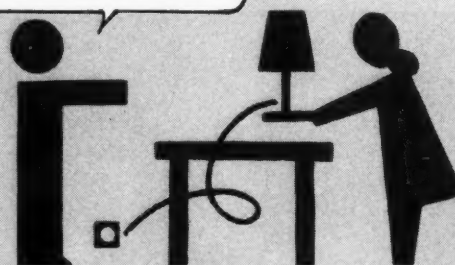
CAN'T WE USE SMALLER BULBS? THAT SHOULD CUT THE BILL.

AND RUIN OUR EYES? NO, INDEED. A 100 WATT BULB GIVES AS MUCH LIGHT, USES LESS JUICE & COSTS LESS THAN TWO 60S



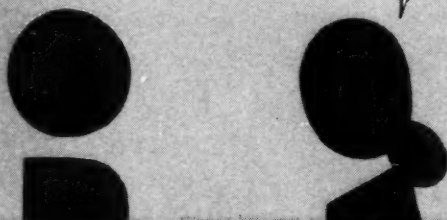
OKAY! AND LET'S FIX IT SO TWO OF US CAN USE THAT READING LAMP

GOOD



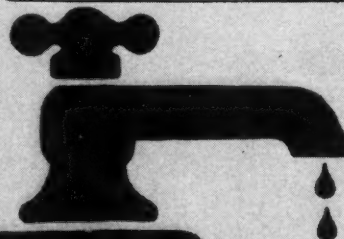
DO WE NEED TO LEAVE THE BIG HALL LIGHT ON ALL NIGHT?

WE SHOULD GET ONE OF THOSE CHEAP LITTLE NIGHT LIGHTS INSTEAD



LOOK AT THAT LEAKY FAUCET THE PUMP MUST HAVE TO RUN OVERTIME TO KEEP THE TANK FULL

I'LL HAVE IT FIXED AT ONCE. MY! WHAT A LOT OF PLACES WE CAN SAVE



Red blood is a valuable brew

A survey made in one State shows there is work to be done to banish a shortage in this important Defense material

RED BLOOD is supposed to be what this country has most of. People will admit aluminum shortages, steel shortages, possible rubber shortages, but when it comes to red blood, the country is supposed to be supercharged with it.

Well, you can put down red blood as another one of the country's strategic shortages, or to hedge, you can say it is a strategic shortage in one county, and probably crucially short in every other community where the diet of most people is the same as there.

Scientific workers at one of the State Experiment Stations examined this spring the blood of 3,387 men in one county. These men were potential draftees; they included 50 men from a nearby CCC camp, and 314 students from a college. What the experts did was to determine how many grams of hemoglobin, which gives color to corpuscles, there were in each 100 milliliters of the blood of the men they examined.

Red corpuscles are those which carry

oxygen through the bloodstream, enabling the body to go on with the life process. When the red corpuscles are too few in number or too pale in color, you suffer from anemia; when they decline too much, you die. Iron and protein are the 2 most important nutrients the body uses in manufacturing red corpuscles.

This is what the investigators found: 1,844 Negro Selective Service registrants on the average had only 82.5 percent as much hemoglobin in their blood as they should have had; 1,179 white registrants on the average had about 88.5 percent as much hemoglobin in their blood as they should have had; the 50 CCC boys and the 314 students, on the other hand, had

red corpuscles enough to reach on the average 94.5 percent of normal.

Altogether the registrants represented 90 percent of the male population between the ages of 21 and 35 in the particular county studied. The chief difference between the CCC boys plus the college students and the other Selective Service men examined was that the CCC boys and the college students ate more or less adequate diets, while the potential soldiers ate what the average farm family ate in the county.

If, say the researchers who made this study, men who are less likely to be anemic are so far below normal in this respect, then very likely women and children, the persons most apt to be affected, will prob-

Red blood isn't just a figure of speech. It is one of the organic materials people need in abundance always, particularly during times of national crisis. A survey in one county turned up a critical shortage of red blood. Indications are that the shortage was due to diets low in certain nutrients.





It takes strong, healthy, alert men to fly modern planes; it takes strong, healthy, alert people working on the ground to keep them flying. Diet shortages, tracing back to scanty meals or bad food habits, are as important as steel or aluminum shortages. But you and you can do something about the diet shortages.

ably be even worse off. They do not know yet, but they have some evidence that this is true.

YOU'RE LIVING IN AMERICA IN A TIME OF crisis, and you console yourself with the fact that after all no place in the world is so red-blooded as America, and then you come upon the fact that in one county 90 percent of all the men between the ages of 21 and 35 are on the average more than 10 percent less red-blooded than a normally red-blooded man.

What does that mean? Does it mean, for example, that these men are unfit to be called up for military duty? No, it doesn't mean that. In one Southern State a survey was made of 5,000 school children and 40 percent of them turned up on the charts as positively anemic. Two hundred of these children were then placed on diets which contained adequate quantities of iron and within 3 to 5 weeks all of them tested normal. The anemic men with draft numbers probably could be inducted into the armed forces, could be fed properly, and within a reasonable period of time they would be as red-blooded as anyone would want them to be.

WHERE YOU FIND ORDINARY PEOPLE with a shortage of hemoglobin, you may find

them short of other vitally important factors too, if you look. In a group that is deficient in strategic nutrients you find many people who are sick because they just aren't strong enough to throw off the illnesses that normal people repulse all the time.

Then you come to a turn in the road like the one Alabama reached when it learned that of the first 3,520 men examined by Selective Service physicians 40 percent had to be rejected for regular military service because of some physical defect.

Commenting on the 40 percent, a speaker at a recent Alabama Nutrition Conference said, if 40 percent of the Flying Fortresses came off the assembly lines defective there would be a national uproar that would register on every seismograph within 100,000 miles. He thought that a manpower that was 40 percent defective was also an important Defense problem.

You might object that the county where the red blood testing was done isn't the whole United States, not even a whole section of the country, nor for that matter an entire State. It happens that these county people however, eat pretty much the same kinds of food in roughly the same amounts that are eaten throughout the rural South. It's impossible to say certainly, but it's probable that the lack of red-bloodedness in this one county is also found in other rural southern communities.

Most people can do little or nothing

about a steel shortage; they can't erect an armor-plate factory in their backyard; they can't make an aluminum plant out of blocks in their spare time.

But there are shortages as important as an aluminum shortage which you and you and you can correct.

There is this shortage of red blood.

RED BLOOD SHORTAGE IS A PROBLEM THAT you can work at. An adequate diet doesn't guarantee good red corpuscles, but this is certain: You can't get them without the right food. That means 2 things: adequate amounts of the right kinds of food available and a willingness to eat them. Sometimes people don't eat foods just because of unreasonable prejudices.

Suppose you want to do something about the red blood shortage. First of all you should look at your diet. How does it check with the diets recommended by the Bureau of Home Economics in the October 15, 1941, issue of CONSUMERS' GUIDE?

You can have a nutrition forum. You can get the members of your club to make a nutrition survey, just as the National Defense agencies make aluminum surveys. Each of you can check your diets to find out where they are deficient. Then you can work out plans to overcome the deficiency. If everyone has a mind to do something about the red blood shortage, it shouldn't be long before it disappears.

If 40 percent of the Military Planes came off the assembly lines defective, national indignation would soar into the stratosphere. What's the score in your State of the selectees who had to be rejected for some physical defect?



Mildew can be prevented

You can stretch the wear and use of fabrics by a simple process discovered by Department of Agriculture experts

CHAETOMIUM GLOBOSUM, or his brother, is someone you have met even though the name isn't familiar to you. You needn't worry about him, however, because the Bureau of Home Economics has his antidote. The antidote is a mildew-preventing process. *Chaetomium globosum*, you understand, is one of the fungi that cause mildew. More than likely *chaetomium* (for short) is working on your awnings, if you have awnings, on your sails, if you own a sailboat, on the canvas on your porch or garden furniture, if you own any, on your shower curtains, or whatever else you have of cloth that is exposed to moisture or the weather.

When you roll up the awning and the cloth rots and tears away in your hands, or when you put away your sails and you see a moldy spot cracking thin, *chaetomium* has probably been by, done his work, and you have a cloth to repair or replace.

THERE ARE MANY VARIETIES OF MILDew. Some color cloth pink, some color it green, brown, gray, or blue. Some give cloth a dank, moldy odor. Some rot cloth, and some don't. *Chaetomium* smells moldy, colors cloth gray, but worst of all, he goes to work on a fabric and disintegrates it.

Besides adding to the expenses of householders and amateur sailors, he is a nuisance in the Navy where he gnaws away at the tarpaulins that are lashed over guns, small boats, and other naval equipment. He's a pest in the Army where he rots away the tents over the heads of soldiers and does his work on canvas gun and truck coverings. In the Army and Navy he's a Defense problem. On the farm where he devours sacks and equipment covers, he's a farm problem. In industry where he corrodes canvas coverings that are exposed to the weather, he adds to the total cost of doing business.

In working out the problem of a *chaetomium* defense, Department of Agriculture research workers tried out 135 different chemical treatments, some of them already developed as mildew preventives,



Mildew has an antidote. Bureau of Home Economics researchers have discovered a cheap, simple-to-apply preventive. The strips of canvas in the 3 bottles were inoculated with mildew spores and left alone for 2 weeks. The strip in bottle 1, treated with soap and cadmium chloride remained free of mildew. The other treatments weren't so successful. The treated strip in bottle 2 was half eaten away, while the spores are having a feast in bottle 3.

some of them new. The chemicals included everything the workers thought might work, resins, insecticides, soaps, common antiseptics, and mineral salts. Finally, when the workers emerged from their laboratories, they had a list of 35 treatments that would infallibly pin *chaetomium's* ears back, 10 of the treatments so simple to apply that any householder can use them. One general method of mildew prevention that was worked out was ingenious enough and new enough to be awarded a public service patent, which means that the process may be used by anyone without charge.

Working up the 35 effective anti-mildew tactics was long and laborious. Just what the workers did do is interesting because

it reveals what a tremendous amount of work goes into even the smallest scientific advances.

EACH OF THE 135 DIFFERENT CHEMICALS which were tested was applied to one-inch strips of cotton duck. The treated strips were then practically fed to the mildew-producing fungus, *chaetomium*. The strips of cloth were placed in bottles and inoculated with *chaetomium*. Two weeks were then permitted to pass for developments.

At the end of the 2 weeks the untreated cloths were moldy with *chaetomium*. The treated cloths varied. Some were completely free of mildew, some were partly mildewed, and some were mildewed as much as the untreated cloths. Cloths free

of mildew, to the eye at least, had passed the test.

But that was just the start of the testing. The strips of cloth that passed the first tests were then placed in a machine which measures breaking strength. Wheels were turned, the strips of cloth broken, and their strengths read off a dial. These strengths were compared with the strengths of new, untreated cotton duck. Where the breaking strengths were approximately the same the tests were regarded as successful that far.

That showed that a cloth could be protected against mildew without impairing its strength for a time at least. But the researchers couldn't regard their treatments as successful until they also learned whether the anti-mildew quality would remain in the cloth after it was laundered, after it was stored, and after it was exposed to the rain and sun in the open weather.

TO FIND OUT WHAT WEATHER WOULD DO to the mildew-preventing process, strips of mildew-proofed canvas were fastened on frames that look like curtain stretchers. The mounted frames were then put out in the rain and sun and wind for 3 to 6 months. At the end of the weathering period, the strips were inoculated again with chaetomium and put back in the bottles for 2 weeks. Some of the cloth samples showed up free of mildew. Had all this treatment impaired the strength of the fabric? The researchers put the strips

of cloth through the breaking strength machine to find out.

Next, the researchers looked into the matter of the way the mildew preventives stood up under storage. Treated strips were packed away in boxes and put out of sight for 6 months. At the end of the 6 months they were resurrected, fed to the fungus again, and tested on the breaking strength device. That was checked off.

Laundering was the next question. To find out what laundering did to the treatment, treated strips were churned in washing machines for 30 minutes. Then each strip was rinsed out 4 times after the 30-minute tubbing and dried. This laundering was repeated 5 times. Finally, the fungus and the breaking strength machine were put to work again.

NOT ALL THE MILDEW PREVENTIVES STOOD up against all these assaults. Now the work goes on to find even more effective mildew preventives that will take everything a cloth must take and still keep away the mildew.

Some cloths are used under conditions which contaminate them with mildew that is caused by micro-organisms besides chaetomium. Work is going ahead to find out methods of processing that will work in those cases, too.

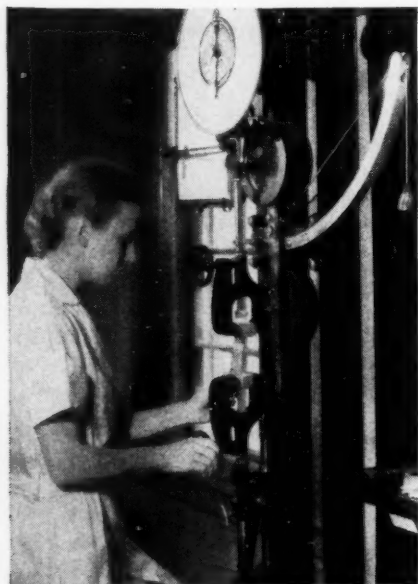
So far as the ordinary person is concerned, all this scientific work has ended up in a useful, simple home technique for keeping shower curtains and awnings and sails free from mildew.

To make a shower curtain immune to mildew, for example, you take a solution of a gallon and a half of hot water and 1 to 2 ounces of good neutral laundry soap. Then you immerse the curtain in the soap solution and heat for 20 minutes.

When that's done you squeeze out the excess soap solution and put the curtain, without rinsing, in a gallon and a half solution of warm water and cadmium chloride crystals (3 ounces of crystals to the gallon of water). You heat that for 30 minutes and then hang the curtain up, again without rinsing, on a twine line. A metal line will discolor the fabric. When the curtain is dry, you have something that is impervious to mildew and that will continue to be mildew-resistant through laundering. Storage won't affect its anti-mildew quality, but long exposure to the rain, wind, and sun will. For this reason the treatment should be renewed periodically on materials that are used out in the weather.

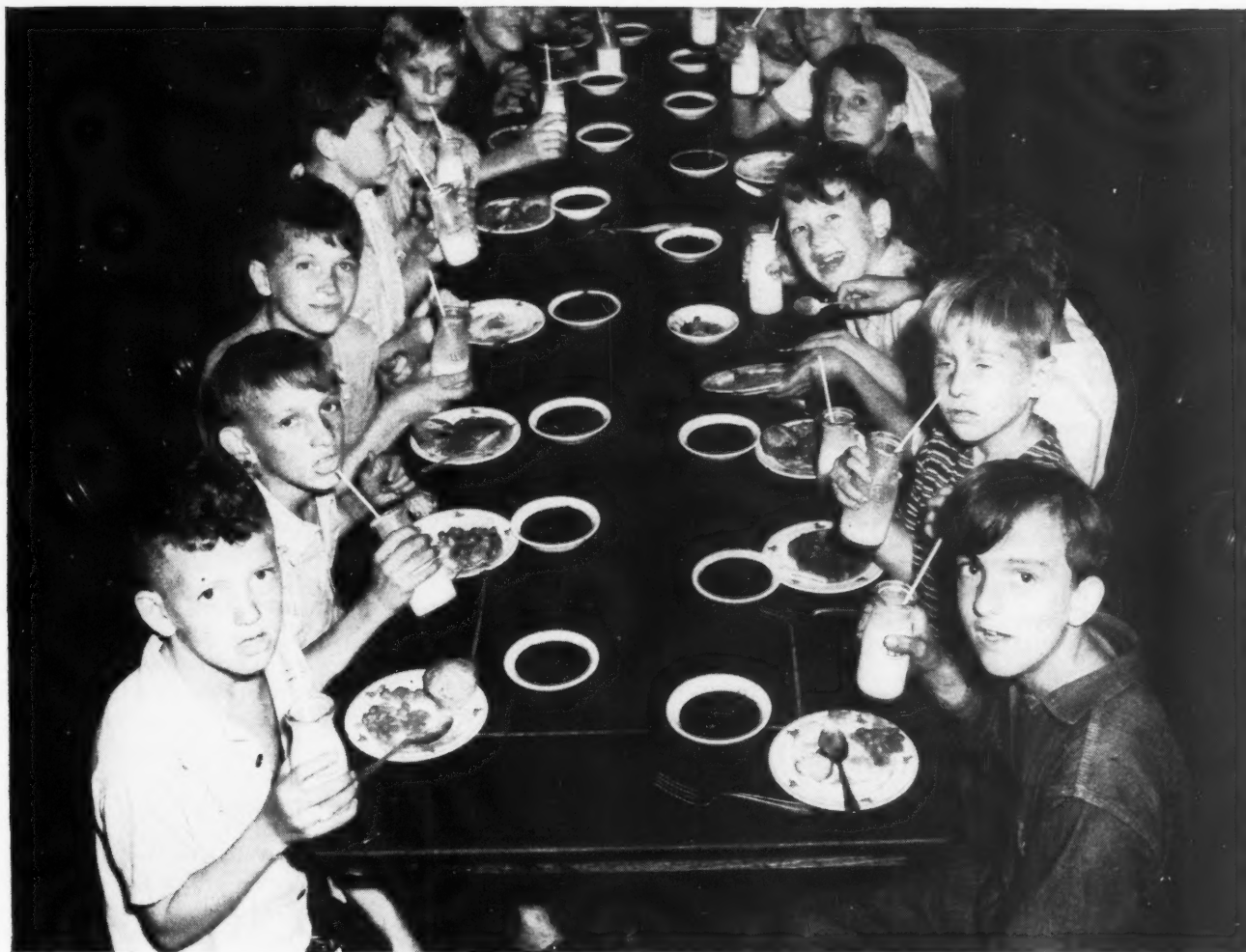
MILDEWED FABRICS MAY SEEM LIKE A rather small problem to be engaging anyone's interest now, but it is the teams of 2, 3, and 4 scientific workers turning in progress reports on the small, apparently unimportant sectors that add up in the large to the movement forward along the extended line where everyone is working toward a better living for everyone.

Making cloth mildew-proof is only half the job. The treatment must work without impairing the strength, and wearing quality of the fabric.



Ingenuity of a fine order lies behind the discoveries that researchers make for consumers. All kinds of tests must be made before a new product or process can be approved. Here is some treated cloth that is being exposed to sun, rain, and wind, for 3 to 6 months to find out how well it will resist mildew.





Nine million weak

*Here is a little dramatization about hot lunches for school children, rewritten from a radio program, which you can use in your club or public meetings to help in getting a school lunch program started in your community**

PEOPLE IN THE PLAY:

- A Narrator
- A Teacher
- A Superintendent
- A group of School Children
- A group of Mothers
- A group of Farmers

Each group should have at least 3 people in it and as many more as you wish and as your stage will hold comfortably.

**The long speeches in this playlet do not have to be memorized; if the short speeches are memorized, it will make the talk more interesting.*

OPENING:

A school bell rings off stage, loudly at first, then fades off so that the following conversation can be heard. This conversation can take place before the curtain goes up, if there is a curtain, or in front of the stage. The groups should be arranged on the stage when the little play begins. The women can be seated or standing in one corner, back stage; the farmers in the other corner, back stage. The teacher and superintendent can be seated to one side near the front of the stage, the narrator can stand

on the other side near the front. When the first 2 boys finish their conversation, they should join what other boys and girls there are in the center, back stage.

BOY 1: Gosh, Sam, we'd better hurry . . . we'll be late to school. That's the last bell.

BOY 2: Awww, Johnny . . . I don't wanna go to school. I'm gonna look for some berries in the woods. I'm hungry.

BOY 1: C'mon . . . don't you remember . . . the new teacher said she was gonna have some hot food for us today?

BOY 2: I forgot . . . Gee, let's run.
School bell rings again, then fades off gradually during the following speech.

NARRATOR: May I tell you a story today . . . a story about Johnny and Sam . . . about Emma and Florence . . . and

Frank and Mary and Jane . . . your children . . . children living on your block or down the road a way on the old Jones farm?

You know them . . . you see them walking off to school every morning . . . or climbing on the school bus at the cross roads . . . some of them belong to you. . .

Did they have a good breakfast this morning . . . some fruit . . . a hot cereal . . . toast . . . and some milk?

Did they?

Well, what about supper tonight? What have you got for them? More milk? Fresh green vegetables . . . potatoes . . . meat?

And what about lunch? Do these youngsters come home from school and sit down to a good hot soup or stew, with whole-wheat bread and more milk?

If you can answer yes to all those questions, you're lucky . . . and so are the children . . . mighty lucky.

Do you know why?

Let me tell you . . . just a few facts and figures . . . not many, but just enough to give you some idea of what we're talking about.

First . . . last year, there were about 9 million children of school age who were undernourished, as the doctors and nutrition people say. That means they were not eating right. It means they were not getting enough food. Or enough of the right kinds of food.

Just think of that for a second . . . 9 million children going off to school every morning . . . to study . . . to learn what makes the wheels go 'round . . . and they are not getting enough to eat.

That isn't the way you and I and everyone else would like to take care of our youngsters, is it?

A woman comes forward from group and faces narrator.

WOMAN A: Say, mister, you're painting a pretty sad picture there.

NARRATOR: Yes, ma'am; it is a pretty sad picture.

WOMAN A: But look . . .

NARRATOR: Yes?

WOMAN A: Back where I come from, we're doing something about children who don't get enough food.

NARRATOR: You are? Fine. Tell us about it.

WOMAN A: My husband's a farmer in Kent County, Maryland. We're working the same land his father did, and his father before him . . . back about 5 generations, I guess. That's a long time to farm one piece of land, and a lot of that land is almost worn out.

They used to raise peaches on that land a long time ago. That didn't work . . . and then they tried grain . . . but they tell me the farmers around here couldn't compete with those big farms in the Middle West. That was before my time. Nowadays, we have some truck crops . . . tomatoes and asparagus. Some of my neighbors raise turkeys. And some of them have cows and sell milk.

But a family has to work mighty hard to make ends meet. I'm not complaining, mind you . . . I'm just telling you this because you got to know it to understand why I butted in on you.

Anyway, a lot of the people where I live just about manage to get along . . . we're doing something about the land, with help from the Government . . . but it takes a long time to put back into the land what all those crops have taken out. We're working it out, though.

Well, none of the people I know has any too much food . . . and many's the time I sent my kids to school with nothing but a couple of cold biscuits for lunch. And there wasn't anything I could do about it, neither.

Leastways, I didn't think there was. I knew the children ought to have better food, and so did a lot of the other women . . . but you can't do much about that if you haven't got it . . . and you haven't money enough to buy it.

We did quite a lot of grumbling about it, too. One day, one of my neighbors, Mrs. Hanson, really started something. . . . Some of us were talking about Mrs. Johnson's new stove . . .

While this last paragraph is being recited, the group of women moves to the front of the stage, near Woman A. They start talking together. Woman B then waves her hand for attention.

WOMAN B: If you folks don't mind my interrupting a minute . . .
Murmur dies down.

WOMAN B: There's something I want to tell you . . .

WOMAN C: What is it, Mrs. Hanson?

WOMAN B: Well, you know my husband is on the school board. . .

WOMAN C: (*Laughing*) I remember how hard we worked to get him elected.

WOMAN B: I remember, too. Well, last night the board had a meeting . . . to hear the Superintendent's report.

WOMAN D: His annual report?

WOMAN B: That's the one.

WOMAN C: Well?

WOMAN D: What did it say?

WOMAN B: The most important thing was that our county has the worst record in school attendance in the State.

CHORUS: My goodness . . . gracious . . . is that so . . . etc.

WOMAN C: Well, I know my children had to stay home a lot last year. Seems like they had one cold right after another.

WOMAN D: It seems to me we ought to do something about it. That is disgraceful . . . the worst record in the State!

WOMAN B: When you stop to think of it . . . there's been an awful lot of sickness . . . especially the children.

WOMAN C: I never thought before, but . . .

WOMAN D: I think we ought to find out just what is the reason we have the worst attendance record in the State.

WOMAN B: Good idea. Let's ask that new Public Health Nurse. She should be able to give us some help.

CHORUS: Good idea! Fine.

WOMAN B: All right . . . If it's agreeable to you, I'll get in touch with her and tell her what we want. . .

Group of women returns to rear of stage.

Woman A remains near Narrator.

WOMAN A: And that's what we did. Mrs. Hanson got the nurse to make some studies and when she came back she sure made us sit up and take notice, all right. In just one school, she found that almost all the children were more than 40 percent underweight. Mind you, these children were 40 percent underweight. We mothers were shocked. And we didn't just sit around and fret about it, either. We decided that those children of ours were going to be fed better, or we'd know the reason why.

But we ran right up against the same old stone wall . . . how were we going to do it? I told you we didn't have any extra money . . . and we all knew we couldn't *buy* any more food . . .

Well, to make a long story short . . . we got all the Home Demonstration people together, and some of the officers of Parent-Teacher Associations, and the Home Demonstration Agent. And we agreed that somehow we had to find ways of giving these children a hot lunch every day . . .

NARRATOR: How did you go about it, Ma'am?

WOMAN A: How? Well, I told you we were farmers, didn't I? We decided to grow more vegetables in our gardens . . . things like carrots, cabbage, beans, peas, turnips, tomatoes.

We'd grow more of them than we had been growing . . . and then we'd can the extra . . . the part we didn't need for ourselves . . . and give it to the schools for lunches.

Everybody helped . . . the men folks helped, we women helped . . . and the children themselves helped.

We'd bring the vegetables to a school on a certain day. The Home Demonstration Agent would be there, with some good canning equipment . . . and she'd see that everything was done right.

And the families that didn't have gardens sent milk or other things to help fill in . . . so the children would have a good well-rounded lunch.

We've been doing that for 6 years now. And we're mighty proud of our children . . . they don't stay out of school so often . . . they don't get sick so much . . . the teachers say the children are getting their lessons better.

And here's another thing, before I stop talking . . . I didn't mean to take up so much of your time . . . last year we got some extra foods from the Government . . . as part of the School Lunch Program

in the Department of Agriculture . . . foods that farmers have been growing but can't sell . . . vegetables and fruits and cereals—all kinds of things. And we're doing just fine now . . .

I just wanted to tell you that story . . . on account of what you were saying back there about school children not getting enough to eat. If people make up their minds to do something about it, they'll do it all right. Especially when they can see with their own eyes how much good it does the kids.

Woman A returns to group at rear.

NARRATOR: School lunches in Kent County, Md. . . . school lunches served from chuck wagons on the desert in Nevada . . . school lunches served in public schools in Brooklyn . . . in every State in the country . . . 5 million school children last year got a hot nourishing lunch every school day from this Government program. Let's take a look around and see what lunches for these 5 million youngsters mean.

Farmers are growing this food, so let's see what a farmer thinks . . .

A farmer steps forward from the group of men.

FARMER: Of course, children should eat decent, and I'm all for it. No real farmer likes to see food he's planted and taken care of go to waste. And lots of it did go to waste, let me tell you, until the Government came along and helped us work out some way of getting that food into people's stomachs where it ought to be . . .

I sure get a kick out of knowing that some of the vegetables I grow are going into those school lunches . . . and helping to make those kids healthy and strong.

Farmer returns to group.

NARRATOR: And the teachers in the schools . . . what do they think about this business of giving children free hot lunches every day?

Teacher steps forward.

TEACHER: It's impossible for me to realize the change in my children. I used to be so discouraged . . . looking up from my desk and seeing in front of me children whose faces were drawn . . . whose bodies were thin . . . and whose minds just couldn't do the simple things I required.

Now it is a joy to teach them . . . they are alert . . . they want to learn

. . . and they look like children who once again are beginning to live.

Teacher steps back.

NARRATOR: A county school superintendent . . .

Superintendent steps forward.

SUPERINTENDENT: There's not much I can say about these school lunches that hasn't already been said. The change in the morale of the children is nothing short of miraculous. And absences because of illness are 'way down. Their marks are improving rapidly, and altogether it's been one of the highlights in my career. There's a little story I'd like to tell, if I may. I was visiting a school in my county the other day . . . a child came into the school room and handed the teacher a note. After reading it, she turned to the boy and said . . .

That's all right, Frank. You tell your father I said it was.

Teacher steps forward.

TEACHER: Would you like to hear this note, Mr. Lawton? I think it . . .

SUPERINTENDENT: Yes. Read it.

TEACHER: "Dear teacher . . . Will you excuse Frank and his brother Jim from school this morning because I need them to help me pick cotton. Please save them a seat for lunch. They will be there and will stay at school for the afternoon classes."

SUPERINTENDENT: Well, that one little incident proves to me how necessary these school lunches are to our children and to their families.

Superintendent and teacher step back.

NARRATOR: I could go on calling on people all the rest of the day, but that isn't necessary, is it? Each and every one of them would say about the same thing. You who have children of your own don't need to be told how important it is for you to see that those children get the food they need, do you?

And those of you who don't have children don't need to be told that healthy children *now* mean healthy citizens tomorrow.

It isn't one person's job to see that the children in the country get enough to eat or the right things to eat. It isn't my job, and it isn't yours . . . not all alone. It's everyone's job. There are some

things in this country that we can't be very proud of . . . and one of them is that picture of 9 million undernourished school children.

Woman steps forward.

WOMAN: Can I butt in, please?

NARRATOR: Certainly.

WOMAN: I just want to get those figures straight . . . you said 9 million children were undernourished . . . but then you said only 5 million of them got these free school lunches last year. Doesn't that leave 4 million not getting hot lunches?

NARRATOR: You're right.

WOMAN: Well, what's going to happen to those 4 million . . . aren't we going to feed them, too?

NARRATOR: That's a question for you to answer . . . you and the millions of other mothers in the country . . . and the fathers, too. I'll tell you why it is up to you. This business of getting school lunches in your schools is a local problem, first.

WOMAN: A local problem?

NARRATOR: Yes, and it is up to the local communities to make the first move . . . and to keep on helping after the plan is started. Let me tell you how it works . . . First. There's food . . . that's the most important item, of course.

A lot of food is supplied by the Government through the Department of Agriculture. But this food isn't always enough to make well-balanced meals . . . and that's where the local groups and communities come in. They must supply those extra foods. There aren't many of these extra foods that are needed, but there are some.

And then there's another thing . . . you can't fix up hot lunches without stoves to cook them on . . . and pans and kettles and dishes and sinks. Those all have to come from the local community.

And, of course, you have to have a place to do the cooking . . . and a place to serve the lunches. That, too, is up to the local community.

And, finally, you can't do any of these things unless you have the people . . . people to do the organizing, like those women in Kent County, Maryland . . . people to take the responsibility for seeing that the meals are cooked right and that the right combinations of foods are planned . . . and people to see that the

equipment is taken care of and is kept clean and sanitary. Oftentimes, the WPA and the NYA can furnish help.

Well, there you are. That doesn't sound like an impossible job, does it? It's a big order, I'll admit, but it's one of the most challenging jobs facing us right now. We hear lots about Defense . . . about the importance of building a strong America. You and I know that strong Americans means a strong America. And we know that millions of future Americans are right now going to school. Are they going to be strong and healthy? Are they going to have the bodies and the brains they will need to run our country?

That's a question you have to answer. And my suggestion is a simple one . . . it won't solve the problems of the world . . . but it will help . . .

Answer these questions: First, do you think hot school lunches are important?

Second . . . do you have a School Lunch Program in your schools?

Third . . . if you don't, would you like to know how you might help get one started?

HOW CAN YOU HELP START a hot School Lunch Program in your community? That's the question that closes this playlet. If you don't know the answer but would like suggestions, just drop a post card to CONSUMERS' GUIDE, U. S. Department of Agriculture, Washington, D. C. We will be glad to send you 2 free pamphlets, "School Lunches and the Community," and "More Facts about School Lunches." You can also buy, for 10 cents a copy, a booklet that contains menus and recipes for school lunches; it is called "School Lunches Using Farm Surpluses." For this, send your order direct to the Superintendent of Documents, Washington, D. C. Ask for U. S. Department of Agriculture Miscellaneous Publication No. 408. Do not send stamps in payment.

PERSONAL HISTORIES of individual school lunch programs are as rich in variations as a library full of biographies. And for the purpose of having a sound, healthy next generation, more immediately useful.

From Oceanside, Long Island, in New York, a school lunch programmer who heard the broadcast on school lunches writes in . . .

"Several years ago," the letter reads, "our Parent Teachers Association decided to have hot lunches for the school children during the cold weather months.

"The lunches had to be as cheap as possible because we were average working class parents, and the arrangements had to be simple, because we were average parents without too much time.

"We chose from among us a dietitian, a mother with a sound knowledge of nutrition, and paid her \$10 a week for 3 hours' work each school day.

"Four of us volunteered each day to help prepare and serve the lunches, that was a crew of 20 in all.

"For lunch each day we decided to serve the children a hot dish, all the bread and butter they wanted, and a dessert that was usually an apple, an orange, or some other fruit.

"Each child was charged 10 cents for his lunch, but there were some 20 or 30 children who could not afford the 10 cents.

"We saw to it that these children got their hot lunches too, without any embarrassment.

"It worked this way. The children bought lunch tickets from their teachers. The children who couldn't afford to pay for their lunches received their tickets free from their teachers without anyone knowing except the teachers.

"We fed the children a class at a time. They came to the lunchroom and got their trays of food, ate, returned their trays, and then made room for the next class.

"We are almost as proud of the management of the lunches as we are of their accomplishment. We bought our equipment, second hand, we paid our dietitian, and we have paid all our bills.

"The number of children fed has increased each year, the participation by the mothers in the preparation and serving of the lunches has worked extremely well—we have never been short of volunteers.

"We are telling you about how our school lunch program got going, in the hope that it will give other parents the courage to take the step and go ahead and get the hot lunch program started in their schools . . ."

That is one school lunch biography, and it is a very nice footnote to the great program now in progress designed to secure an adequate and nourishing diet for everyone.

The CONSUMER'S GUIDE, incidentally, would be pleased to have other accounts of how school lunch programs got started or are working out.



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"TWO HEADS are better than one" goes the old saw. And when it comes to putting over a better food program the whole community's better than 2 heads or even 3 or 4. In fact, all the heads in the community, working together, are what it takes if you want to do a really bang-up job with any kind of program you undertake. Then not only do you get the school lunches you're after if that's what started you, but you create something just as important, a greater fellowship and the feeling of community pride.

Of course, there's no one perfect way to go about organizing a better food program in any locality. The way that works in one place may not be best for another. Every town has its own problems and its own ways of meeting them.

Elsewhere we tell how nutrition leaders are at work in a Southern State. Here's how the people in one town—Orono, Maine—worked together last summer to put over a canning project to supply vegetables for low-cost hot lunches for their school children during the winter months.

Orono's a small town in inland Maine near Bangor. About 3,500 people make it their home. The site of the State University, whose College of Agriculture is an active influence throughout the State, Orono

is an industrial town as well. Formerly a lumbering center, paper and pulp, oars and paddles, and canvas products are manufactured there today.

LAST SPRING THE PARENT-TEACHER ASSOCIATIONS in the primary, grammar, and high schools got together to see what they could do about inaugurating a school lunch program in Orono's schools. Their joint committee, with advice and guidance from home economics and extension people at the University, outlined their plans and ideas to the Kiwanis Club, which enthusiastically agreed to sponsor the lunches.

Then the problem of finances arose. The committee wanted to serve good well-balanced meals at a cost low enough so that all the school children could buy them. Five cents a lunch was their goal. One method they agreed on to try to keep down costs—and the one that brought the whole community into the effort—was a canning project. If all the surplus vegetables from Orono gardens which would otherwise go to waste could be gathered and canned in some central kitchen by volunteers, they thought, a great saving in the cost of the lunches would be assured.

So a canning committee, separate from the Kiwanis school lunch committee, was organized. The assistance of the Home Economics Department of the University was obtained and a graduate of the Department engaged to direct the actual processing operations. A call for volunteers and for surplus vegetables went out from the pulpits of every Orono church and from the newspapers. A telephone committee, headed by the wife of the Methodist minister, personally approached the owner of every Orono garden asking for vegetables to can. The Red Cross undertook to haul the vegetables to the canning kitchen; their task was lightened by the many gardeners who delivered their donations to the canning center.

The Orono fire department loaned their kitchen over the fire station for the canning operations, and the University and individuals supplied equipment. The gas company made a special low rate for the gas for cooking. Local butchers kept in their refrigerators foods that couldn't be handled immediately. The local game warden promised any moose or venison that came his way. Cans and jars were donated by the townspeople.

BOY SCOUTS PICKED VEGETABLES, MOVED filled cans to the school-lunch kitchen for storage and assisted in numerous other ways.

Fifty Orono women altogether helped with canning—many of them 2 or 3 half days, often on extremely short notice as vegetables came in unexpectedly. The town's enthusiasm was so great that the number of volunteers increased rather than lessened as the project continued.

In spite of a severe local drought, 2,000 cans of vegetables, including beans, apple-sauce, chard, beet tops, endive, spinach, other greens, and tomatoes by the first of September had gone into cans for Orono school children's hot lunches next winter. They are still on the march as we go to press. Each can costs a little less than 4 cents.

THE SAVINGS WERE IMPORTANT, BUT IN THE opinion of many townspeople almost equally important was the community spirit that the undertaking created. People from different churches, different social groups, different organizations, came to know each other and their town as never before. New friendships, new appreciation of each other's problems, new willingness to pitch in and help one another, grew out of their united efforts.

So successful has the project proved that already plans are under way for next year. Gardeners whose donations this season were limited because of the drought, hope to come through next year. Everyone is asked next spring to plant every square inch of garden space to guarantee a still bigger canned goods supply for the school lunches.

That's been Orono's experience with a community undertaking for better food. Both school children and the town benefited. Perhaps your community can match it with a similar well-done job. Orono's not the only place and Orono's way isn't the only way people have gone about doing something for their undernourished school children. But it's one example of how valuable and how effective common effort can be when it's turned to a common task.

OUR THANKS for photographs in this issue: Cover, Farm Security Administration; p. 2, FSA (1), Extension Service (2), Bureau of Home Economics (3); p. 3, Surplus Marketing Administration; p. 7, FSA; p. 8, Civilian Conservation Corps, FSA; pp. 9 and 10, BHE; p. 11, SMA.

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